Collaborative Strategic Reading (CSR): The Outcome on Students' Reading Comprehension Viewed from Self-efficacy

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Abstract: The research was conducted to examine whether the implementation of Collaborative Strategic Reading (CSR) was effective to enhance students' reading comprehension viewed from self-efficacy. This research was a quasi-experimental design, which consisted of 60 senior high school students in the eastern part of Indonesia, specifically Lombok. The participants were selected by purposive sampling technique, the participants were divided into two groups: the experimental group taught by CSR as the treatment, and the control group taught by the previous teacher's strategy that was Student Team Learning (STL). To obtain the data of this research, the instruments used were 25 items of reading comprehension based on the indicators of reading and 25 questionnaires used the likert scale test to see the level of self-efficacy of the participants. Furthermore, a two-way ANOVA and descriptive test were used to analyze the data. Finally, the results showed that Collaborative Strategic Reading (CSR) was significantly effective to improve students' reading comprehension. In addition, there was an interaction between teaching strategy and self-efficacy towards students' reading comprehension.

Keywords: CSR, Reading comprehension, Self-efficacy

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Introduction

In The difficulties that students face arise due to the position of English as foreign language significantly influencing the use of English in the learning process at school. As students in EFL countries, they have greater barriers related to reading comprehension in comparison with the ESL students. In the linguistic aspect, the students' difficulties in reading comprehension might be affected by several factors. First, the students did not have enough background knowledge about the text that they read. Second, they have less vocabulary that will impact their understanding of the text. Lastly, the teachers' strategy is not suitable in teaching reading comprehension, which makes students will be less engaged during the learning process.

On the other hand, in the psychological aspect, there is self-efficacy that might affect students' reading

comprehension. Students with high self-efficacy for performing a task work harder, persist longer, participate more readily, and achieve at higher levels (Schunk & Zimmerman, 2007). Meanwhile, the students with low self-efficacy will be more passive to engage in the learning process. Hence, high self-efficacy is vitally important in academic domains especially in reading comprehension because it becomes a causal factor in future academic success through motivating efforts in areas of perceived strength and avoidance in areas of perceived weakness in learning process. Thus, teachers are suggested to apply some various models and strategies that give language experience and enthusiasm for language learners (Alshumaimeri, 2017).

Based on the interview with an English teacher at one of the senior high schools in Lombok, West Nusa Tenggara, that was conducted on November 4, 2022, it was found that the students have several problems in reading comprehension, especially in expository text. First, some of the students were not able to find the main idea of the text. This problem could be identified from the students' difficulty in finding general statements of the text that they have read. Second, they were lacking in identifying the detailed information from the passage, such as dates, the name of place, and the name of people. Third, the teacher said that it was hard for the students to create an inference from the text. It could be seen from their confusion to construct their own perception with their own words regarding the text. Lastly, they could not make a conclusion of the text. Some of the students did not know how to sum up the passage after reading the text. Those cases seemed problematic and should be overcome because it can result in further difficulties to the next reading lesson.

The condition aforementioned encourages the researcher to investigate the problems of the students in this school. There are several considerations to conduct this research; first, there is a difference with the previous studies about the location of the school that is in the rural area, more specifically, in the eastern part of Indonesia. Second, there will be a difference in the levels of self-efficacy of the students. Third, the researcher wants to use different strategies in different types of text with the previous research that is expository text.

In teaching reading, there are several possible strategies that can be considered such as, Student Team Learning (STL), Student Team Achievement Division (STAD), Contextual Teaching Learning (CTL), Hamburger strategy, and Know, Want to know, and Learned (KWL), and Collaborative Strategic Reading (CSR). In this research, the researcher found that the previous strategy applied by the teacher, Student Team Learning (STL), could not provide a clear cooperative group to engage students in a group work. The teacher only assigned the students into a small group then asked them to read the expository text together. As a result, there was no significant improvement on students' score of reading comprehension.

The teacher believed that the results were caused by the students not fitting with the teaching strategy used. Hence, the researcher comes to the decision to use Collaborative Strategic Reading (CSR) as a new strategy to teach reading comprehension. According to Bremer et. al. (2002, p.1), CSR consists of four comprehension strategies that students apply before, during, and after reading in small cooperative groups.

Elkaumy (2004) in Abidin and Riswanto (2012) explains the concept of CSR as the following: the concept of this strategy is engaging students to work in small cooperative groups (3-5) and apply four reading strategies: *Preview, Click & Clunk, Get the Gist and Wrap Up. Preview* allows students to generate interest and activate background knowledge in order to predict what they will learn. *Click & Clunk* is a self- monitoring strategy which controls their understanding about words, concepts and ideas that they understand or do not understand or need to know more about. *Get the Gist.* Students identify the main ideas from reading to confirm their understanding of the information. *Wrap Up* provides students with an opportunity to apply metacognitive strategies (plan, monitor and evaluate) for further extended comprehension.

To support the issues raised in this research, several CSR studies were reviewed. Siahaan (2022) implemented CSR to two classes to find the impact of CSR on students' reading comprehension by considering learners' cognitive styles. The goal of this research is to see how collaborative techniques based on Modular Object-Oriented Dynamic Learning Environment (Moodle) and Cognitive Styles affect students' reading comprehension. Finally, the result of the research revealed that CSR with Moodle is better for learners with independent cognitive styles than for those with dependent ones.

On the other research, Yon A. E. et. al. (2022) conducted an action research by implementing CSR to improve students' reading comprehension in second semester students of the English department. The result of the research showed the implementation of CSR effectively improved the students' reading performance after two cycles. It was indicated by a significant increase of the mean score and critical understanding of the students in pre-cycle and second cycle.

However, Fan (2009) implemented CSR in Taiwan for university students to find the impact of CSR on Taiwanese university students' reading comprehension, explore the process of how they collaborate for text comprehension, and examine their perspectives of the CSR intervention. The result shows that statistically, CSR is effective only on answering two indicators of reading comprehension which are finding the main idea and finding the details. However this strategy was not able to give a significant effect on creating a conclusion and making inference for the students.

Method

This research aimed to investigate the effect of Collaborative Strategic Reading (CSR) strategy towards students' reading comprehension and self-efficacy. To obtain the research, this research applied quasi experimental design with nonequivalent control group design, which involved 60 students of the eleventh grade of senior high school in Lombok. There were two groups that were compared in this research: the control group had 30 students consisting of 14 male and 16 female, and an experimental group had 30 students consisting of 12 male and 18 male. Both classes were chosen by using a purposive sampling method.

The design used treatment 2x2, it consisted of one independent variable and two dependent variables. The independent variable is Collaborative Strategic Reading, while the dependent variables are reading comprehension and self-efficacy. Students were divided into two classes, namely control group and experimental group. The experimental group was treated by Collaborative Strategic Reading and the control group was treated by the previous teachers' strategy (Student Team Learning). Both of the groups were given pre-test and post-test.

This research used two instruments, the Questionnaire of self-efficacy and Multiple Choice of reading tests. For this research, the researcher administered 25 questions of multiple choices. The test was about students' reading comprehension in the expository based on the syllabus. In this research the researcher used questionnaires with likertscale to recognize the students' self-efficacy.

The questionnaire consisted of 25 items, involving the positive statements the Strongly Agree (SA) will be given score 4, the Agree (A) will be given score 3, Disagree (D) will be given score 2 and the Strongly Disagree (SD) will be given score 1. These examinations challenged the learners to acknowledge their reading comprehension and self-efficacy in reading comprehension.

Data analysis conducted by using a quantitative or statistical method. Analyzing the data, students' reading tests were analyzed by calculating their mean score and class percentage which passed the minimum score. Then, the data analysis technique used in this study was ANOVA 2 (two) way or two dimensional analysis of variance. The data was used to investigate whether there was a significant increase in students' reading comprehension after being given the Collaborative Strategic Reading (CSR) treatment in reading class. As a technique, it allows researchers to examine the influence of two different categorical variables on one continuous variable. The researcher uses SPSS 23.0 for windows to get the value of normality, homogeneity and hypothesis.

Results

Table 1 shows descriptive statistics for the students' reading score and students self-efficacy's score. One received using CSR in the experimental class and one received using Student Team Learning in the control class. A statistical description of calculation and test performed through SPSS 24. software as well as analysis and interpretation shown in the following table.

Table 1 figures out the result from 60 respondents that consist of 30 students in experimental class and 30 students in control class. CSR class mean score is 82.40 with SD 4.407, and STL is 58.27 According to Mean score, CSR students performed better in reading comprehension than STL ones. The hypothesis of normality and homogeneity were tested for the requirements of ANOVA analysis that the data must be normal and homogeneity.

Table 1. Descriptive Statistic

	Post-Test Experimental CSR	Post-TestControl STL	Self-efficacy experimental CSR	Self-efficacycontrol STL
NValid	30	30	30	30
Missing	0	0	0	0
Mean	82.40	58.27	82.40	42.17
Median	82.00	60.00	86.00	40.00
Mode	80[a]	60	89	40
Std. Deviation	4.407	4.025	9.902	10.021

Normality Testing

Table 2. Normality Test

		Reading Experiment	Reading Control	Self-efficacy Experiment	Self-efficacy Control
N		30	30	30	30
Normal Parameters[b]	Mean	82.40	58.27	85.50	82.70
	Std. Deviation	4.407	4.025	4.554	6.778
Most Extreme Differences	Absolute	.225	.233	.146	.141
	Positive	.225	.233	.079	.141
	Negative	-.160	-.200	-.146	-.123
Kolmogorov-Smirnov Z		.225	.233	.146	.141
Asymp. Sig. (2-tailed)		.102[c]	.117[c]	.105[c]	.131[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Normality testing was analyzed by Kolmogorov-Smirnov strategy in which the significance level α = 0,05 as the rule to accept or reject the normal test. It is seen that the scores on Sig column by using Kolmogorov-Smirnov strategy for each group are mentioned consecutively: 0.225, 0.233, 0.146, 0.141 which means all the p value scores for each group are higher than 0.05. Therefore, it can be concluded that the study data are normally distributed. Hence, it is possible to perform parametric statistical analyzes.

Homogeneity Testing

Test of homogeneity was conducted using the Levene's test. The requirement is that the data variance is homogeny if the value is based on mean significance > 0.05, but if it is lower than 0.05, the data variance is not homogeny.

Table 3 below shows that the Sig (p value) for reading achievement was 0.664. It means that the p value is higher than 0.05. Thus, it can be concluded that the variance of the data is homogeny.

Table 3. Test of Homogeneity of Variances

Reading Score			
Levene Statistic	df1	df2	Sig.
.191	1	58	.664

The presumption testing of normality and homogeneity of the information proposed that the data were normal and homogeneous. Thus, the hypothesis testing utilizing ANOVA can be directed.

Testing of ANOVA

The hypothesis testing was carried out by means of the usage of a two-way ANOVA for the predominant effect and persevered with the simple effect. ANOVA checking out was once used to investigate the most important and interaction outcomes between CSR and Self-efficacy on studying comprehension scores. In other words, the extended test was performed to find out which group contributes more to the students' reading comprehension in expository text according to the teaching strategy and the level of self-efficacy. The check effects had been introduced in Table 4.

Answering question one: Does Collaborative Strategic Reading affect students' reading comprehension?

Table 4. Tests of Between-Subjects Effects

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	8785.208[a]	3	2928.403	166.636	.000
Intercept	117841.356	1	117841.356	6705.564	.000
Strategy	2982.459	1	2982.459	169.712	.000
Self-efficacy	37.860	1	37.860	2.154	.148
Strategy * Self-efficacy	16.549	1	16.549	.942	.003
Error	984.125	56	17.574		
Total	306576.000	60			
Corrected Total	9769.333	59			

a. R Squared = .899 (Adjusted R Squared = .894); Dependent Variable: Reading Score

Table 4 figures analysis of variance table. Every subject within the model is tested for its ability to account for variation within the dependent variable.

Main Effect

The computation performed by using SPSS software found that the value of Sig for teaching strategy was 0.000 <0.05 and F observed (169.712) > F table (3,44). It can be concluded that there was a significant difference in reading comprehension between students who were taught by CSR and those who were taught by STL strategy.

Hypothesis Testing

Answering question two: Is there any correlation between CSR and Self-efficacy in enhancing students' reading comprehension?

Table 5. Low, High Reading Score

Low, High	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
High	70.907	1.123	68.658	73.157
Low	68.410	1.278	65.850	70.971

Dependent Variable: Reading Score

The computation performed by using SPSS software found that the mean score of students having higher self-efficacy was 70.907 > 68.410 the mean score of students having lower self-efficacy. It can be concluded that the students having higher self-efficacy have better reading comprehension in expository text than students having lower self-efficacy.

Interaction Effect

The computation performed by using SPSS software found that the value of Sig for teaching strategy was 0.003 <
0.05 and F observed (0,942) < Ftable (3,44). It can be concluded that there were any interactional effects of teaching strategy (CSR and STL) and self-efficacy toward students' reading comprehension depending on the level of students' self-efficacy. In other words, the students' reading comprehension is influenced by the use of teaching
strategy and the level of self-efficacy as well.

Discussion

In teaching reading comprehension, there are many strategies that can be used by teachers, such as Student Team Learning(STL) and Collaborative Strategic Reading (CSR) strategy. Since reading comprehension needs more effort to be comprehended by the students, the researcher suggests the students collaborate in

comprehending the reading passage like expository text to maximize their understanding regarding the passage.

Collaborative Strategic Reading (CSR) assigns students into a group work that involves them to work in small cooperative groups to solve the problems and to improve their reading comprehension. In other words, CSR was designed to help students in setting a purpose for reading; making justifying, and verifying predictions and creating a conclusion. In addition, Collaborative Strategic Reading (CSR) strategy encourages students to be actively involved in the constructions of meaning. It can be seen from four comprehension strategies that students applied before, during, and after reading in small cooperative groups. It allows the students to discuss and play a role with their friends during the teaching learning process that makes it easier to comprehend the text. This strategy also pilots the students to conduct a process of previewing and predicting as the results of the interpretation. This learning process makes them enjoy their reading activities and ease them to interpret and respond to the content of reading texts. Based on the data obtained, the result of this research showed that the score of students' reading comprehension taught by CSR strategy (experimental class) was higher than STL strategy (control class).

In physiological aspects, self-efficacy is having a very big influence toward students' activity in teaching learning process because it will ease the students to comprehend the text that they read and also finish the task given by the teacher in expository text. Thus, this research concluded that the students having higher self-efficacy have better reading comprehension in expository text than students having lower self-efficacy.

Conclusion

The teaching reading comprehension aims to develop the students' text competence. Collaborative Strategic Reading strategy and Self-efficacy significantly affect the students' reading comprehension. Collaborative Strategic Reading (CSR) strategy helped the students to understand and comprehend the text they read especially in expository text.

According to the average reading comprehension score above, it states that students who were taught by CSR get higher average scores than those taught by STL. In addition, The students' who have high self-efficacy also get higher average in reading comprehension than the students' who have lower self-efficacy. Furthermore, the current study has pedagogical implications. It contributes to providing effective methods in teaching reading comprehension. For teachers who teach reading comprehension, they can use CSR in order to improve students' reading comprehension.

Suggestions

Based on the conclusion above the researcher would like to offer some suggestions to be considered by English teachers, students and for the next researchers.

1. *For English teacher*

The teacher can make the students be more active in the class by using an appropriate teaching strategy that is Collaborative Strategic Reading strategy.

2. *For the students*

The result of this study hopefully could create students' interest in learning by using Collaborative Strategic Reading strategy, so the process of teaching learning will be more fun.

3. *For next researcher*

The researcher hopes that the result of this study is useful for the next researcher as reference for thosewho are interested in English and for those who want to conduct further research about the use of Collaborative Strategic Reading strategy, especially in another different skill.

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